

HEALTH & SOCIAL CARE – CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

Studying Health and Social Care offers students the opportunity to explore a wide variety of topics that underpin the skills and qualities needed for a multitude of future careers. Our Level 1, 2 and 3 courses allows students to acquire the skills, knowledge and interdependence required to work in this industry and provide the best possible care for people under their supervision, whether this be a midwife, nurse, paramedic, speech and language therapist, occupational therapist or social worker to name but a few.

For various reasons and at different stages in their lives, some people need support to develop and maintain their independence, dignity and control. Studying Health and Social Care teaches our students about providing physical, emotional and social support to help people live their lives. In this subject students will be academically challenged through the broadness of the curriculum and the wide range of real life scenarios that they will face which prepares students for their life beyond school.

Our courses offer a clear assessment and intervention programme where our students are encouraged to independently strive to achieve their full potential. The course is tailored to build resilience and empathy skills by analysing real life situations. Not only does our course in Health and Social Care make our students academically equipped through developing literacy but also focuses on their wellbeing through preparing them emotionally and psychologically by building their confidence, self-esteem and beliefs in their own abilities.

HEALTH & SOCIAL CARE: WIDER CURRICULUM

KS5
NHS Lectures at Lincoln University Opportunity for 5 Day Work Experience at adult Respite centre in London Visiting speakers from different H&S settings Helping students to obtain specific NHS work experience i.e. volunteering at Peterborough hospital
Discussion of current news articles Lunch & after school intervention / Easter & May holiday revision sessions <i>See separate Curriculum Intervention & SMSC Audits for contributions from Health & Social Care too detailed to list here</i>

HEALTH & SOCIAL CARE – CURRICULUM MAP KS4

Key = Matching colours denote links between topics either in content or skills across Key Stages

	Component 1: Human Lifespan Development		Component 2: Health and Social Care Services
	Exam Skills		Component 3: Health and Wellbeing

			1 Sep-Oct	2 Nov - Dec	3 Jan-Feb	4 Feb-April	5 April-May	6 June-July
Level 2: Key Stage 4	Year 10	CORE	Component 1: Human Lifespan Development Teaching PIES and Life stages (A1 & A2 topic test)	Component 1: Human Lifespan Development Teaching Factors that affect development and the impact of life events & coping with change (B1 & B2 topic test)	Component 1: Human Lifespan Development Teaching Factors that affect development and the impact of life events & coping with change (Practice PSA)	Mock Assessment SAMPLE PSA + Component 1: Controlled Assessment (Feb PSA)	Component 2: Health and Social Care Values Teaching Primary and Secondary care & Social Care services (Task 1 & 2) (A1& A2 & A3 topic test)	Component 2: Health and Social Care Values Teaching Barrier to Services (Task 3) (Practice PSA)
		COMP	Researching PIES and Life stages Key word assessment	Researching PIES and Life stages ET: Workbook activities explanation and application	ET: Workbook activities – recall and analysis		ET: Task 1 & 2 – Key word assessment Workbook activities	ET: Task 3 – mini Workbook activities – recall and analysis
	Year 11	CORE	Component 2: Health and Social Care Values Teaching How to demonstrate Care Values and how they are used to overcome obstacles B1/B2 & B3/B4 topic test)	Component 2: Controlled Assessment (Oct PSA)	Component 3: Learning Aim A+ B	Component 3: Learning Aim B + C	Mock Assessment + Component 3: External Exam (May)	
		COMP	ET: Workbook activities – analysis and evaluation		ET: Workbook activities- Analysis & Evaluation Skills	ET: Workbook activities - Identify, Explain, Analyse, Evaluate Learning Aim C Assessment		

By the end of KS4 learners will have developed their research and application skills to explore the factors that can effect health and wellbeing such as relationships, environment, substance abuse. Learners will have developed the organisation skills for meeting coursework deadlines and a strong work ethic for independent learning to complete PSA tasks to a high standard. Learners will have the ability to Interpret lifestyle data from a range of medical graphs and charts to access an individual's physical health making make clear decisions about an individual's health and wellbeing and what can be done to improve the data overcoming obstacles.

HEALTH & SOCIAL CARE – CURRICULUM MAP KS5

Key = Matching colours denote links between topics either in content or skills across Key Stages

	UNIT 1 – Human Lifespan Development (EX)		Unit 5 – Meeting Individual Care and Support Needs (CW)
	Unit 2 – Working in HSC (EX)		Unit 11 – Psychological Perspectives (CW)
	Exam		Comp/ISL

Level 3: Key Stage 5			1 Sep-Oct	2 Nov - Dec	Exam	3 Jan-Feb	5 April-May	Exam	6 June-July
Year 12	CORE		Unit 1: Human Lifespan Development Exam Unit	Unit 1: Human Lifespan Development Exam Unit	Unit 1 Exam	Unit 5: Meeting Individual Care and Support Needs Coursework Unit	Unit 5: Meeting Individual Care and Support Needs Coursework Unit	Re sit	Unit 2: Working in HSC Exam Unit
			Unit 1: ISL Booklet Key terms glossary Revision cards	Unit 1: ISL Booklet PPE 1 & 2 Walking Talking mocks		Unit 5: Detailed analysis of Nusrat/Alice	Unit 5: Discrimination presentation.		Unit 2: ISL Booklet Key terms glossary Revision cards
	CORE/ISL		Unit 2: Working in HSC Exam Unit	Unit 2: Working in HSC Exam Unit	Unit 2 Exam	Unit 11: Psychological Perspectives Coursework Unit	Unit 11: Psychological Perspectives Coursework Unit	Re sit	Unit 11: Psychological Perspectives Coursework Unit
		COMP	Unit 2: ISL Booklet Key terms glossary Revision cards	Unit 2: PPE 1 & 2 Walking Talking mocks		Unit 11: Research into psychological theorists.	Unit 11: Fears and phobias presentation (Skinner / Pavlov)		Unit 11: Psychological Perspectives Coursework Completion

By the end of KS5 learners will have acquired knowledge of life stages and age ranges leading learners to be able to describe how physical, intellectual, emotional and social factors can affect future development. Learners will additionally be able to analysis of a range of psychological theories to describe human behaviours. During their coursework unit’s learners will acquire excellent organisation skills for meeting coursework deadlines and a strong work ethic which will aid Independent learning to complete pass, merit and distinction tasks to a high standard. Furthermore, they will have the ability to be able to analyse the skills of professions have and evaluate whether these skills are beneficial or not to a range of service users with diverse needs.

HEALTH & SOCIAL CARE:

SKILLS / KNOWLEDGE PROGRESSION BY THEMES

Year 10	<p><u>PSA Component 1 – Human Lifespan Development</u></p> <ul style="list-style-type: none"> • Organisation skills for meeting assessment deadlines • Strong work ethic - Independent learning to compile a detailed set of notes from the lessons to aid in controlled assessment. • Computer Skills – producing a high standard of coursework that is sound in spelling and grammar. • Acquiring knowledge of life stages and age ranges leading to describe how physical, intellectual, emotional and social factors can affect future development. • Application of Empathy to a range of unexpected life events such as illness, accidents and death etc. 	<p><u>PSA Component 2 – Services in HSC – Coursework</u></p> <ul style="list-style-type: none"> • Independent learning - managing and meeting deadlines • Initiative – to carry out own research and read around the topics using a variety of sources i.e. text books, medical journals • Problem solve the barriers to effective care and support • Teamwork - to create presentations to look in depth at health related conditions and their effect on PIES. • Good Communication skills – to be able to discuss currently issues in HSC and the effects these factors will have on service users in terms of delivery of care.
Year 11	<p><u>Component 3 – Health and Wellbeing – Examination</u></p> <p>Acquiring knowledge on the factors that can effect health and wellbeing e.g. illness, relationships, environment, substance abuse</p> <p>Interpreting lifestyle data to be able to interpret physical data to explain what effect it would have on an individual's health i.e. blood pressure.</p> <p>Decision making skills to make clear decisions about an individual's health and wellbeing and what can be done to improve the data</p> <p>Problem solving skills to explain the barriers that may prevent a health and wellbeing plan being followed and make decision to decide how these barriers could be overcome</p> <p>Application of knowledge to apply the factors of health and wellbeing to longer answer examination questions</p>	
Year 12	<p><u>Unit 1 – Human Lifespan Development – Examination</u></p> <ul style="list-style-type: none"> • Acquiring knowledge of life stages and age ranges leading to describe how physical, intellectual, emotional and social factors can affect future development • Analysis of a range of psychological theories to describe human behaviours • To describe a range of expected and unexpected life events and evaluate their impact on human development throughout the life stages • Access the impact of older adulthood on both individuals and the population as a whole making links to activity theory and social disengagement • Exam technique to be able to gain marks in the higher marking bands 	<p><u>Unit 5 – Individual Care and Support Needs – Coursework</u></p> <ul style="list-style-type: none"> • Organisation skills for meeting coursework deadlines • Strong work ethic - Independent learning to complete pass, merit and distinction tasks to a high standard • Computer Skills – producing a high standard of coursework that is sound in spelling and grammar • Acquiring knowledge of how service user with diverse needs can be effected by discrimination • Analysis of a range of skills professions have and evaluate whether these skills are beneficial or not to a range of service users with diverse needs
Year 13	<p><u>Unit 2 – Working in Health and Social Care - Examination</u></p> <ul style="list-style-type: none"> • Identify the roles and responsibilities of a range of professionals and their roles and responsibilities within HSC • Explain the importance of these roles in terms of confidentiality, safeguarding, confidentiality, anti-discriminatory practise and monitoring of professionals • Describe policies, procedures and legislations that HSC professionals and organisations must abide by to provide excellent care and support • Discuss the effects of poor standards of care within HSC and how both professionals and organisations can improve practise within named organisations 	<p><u>Unit 11 – Psychological Perspectives – Coursework</u></p> <ul style="list-style-type: none"> • Organisation skills for meeting coursework deadlines • Strong work ethic - Independent learning to complete pass, merit and distinction tasks to a high standard • Computer skills – producing a high standard of coursework that is sound in spelling and grammar • Identify a range of psychological theorists and their theories • Explain how psychological theories can explain why service users are experiencing mental health issues within case studies • Discuss how psychological theories can be used to overcome a range of psychological issues i.e. PTSD • Evaluate the advantages and disadvantages to each psychological method in its effectiveness to resolving psychological issues within set HSC organisations

